



## 2019-2020 Perkins Reserve Grant

NOGA ID: 

Authorizing Legislation

**Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**July 1, 2019 – August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**Organization  Longview ISD CDN  092903 Vendor ID  75-6001977 ESC  7 DUNS  010476513Address  1301 E. Young Street City  Longview ZIP  75602 Phone  903-381-2200Primary Contact  Jody Sanders Email  jsanders@lisd.org Phone  903-381-2200Secondary Contact  Joey Jones Email  jrjones@lisd.org Phone  903-381-2200**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                 |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  |  |

Authorized Official Name  James Wilcox Title  SuperintendentEmail  jrjones@lisd.org Phone  903-381-2200Signature  Date  February 27, 2019Grant Writer Name  Christy R. Martin Signature  Date  2/27/2019☐ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.RFA #  701-19-104 SAS #  424-20

2019-2020 Perkins Reserve Grant

Page 1 of 15

2019-019472

701-19-104-133

**Shared Services Arrangements**

SSAs are not permitted for this grant. **Check the box below if applying as a fiscal agent.**

- ☐ The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Grow a skilled manufacturing workforce to satisfy the great demand for the more than 150 companies in chemical, machinery, metal and plastics manufacturing, many of whom have announced significant plans for growth.	Dual Credit Programs offered in the junior and senior years will provide the necessary pathways for students to earn Associates' degrees or industry certifications upon graduation in preparation for these jobs.
Provide local students with pathways to good-paying industrial jobs in Electrical, Safety, Machining, Blueprints, and Measurement fields.	Internships will provide students real-world experience and employment in partnership with local industry so they will be ready to succeed.
Develop re-skilling training for current employees.	The Academy will also serve as an Industrial Training Center to provide local industries with night, weekend and summer courses using the training space for adult re-skilling when students are not using the facility.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2020, the number of students enrolled and on track to earn either the (1) Precision Machining / TSTC- Machinist Certification, Associates Degree; (2) the Instrumentation & Electrical / Kilgore College- Industrial Tech Certification, Assoc. Degree, AAS; or CNC (Computer Numerical Control) Programing"/ TSTC: NIMS CNC Programming Level 1 Cert. will rise from a total of 120 to 240.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

The MOU with TSTC for CNC (Computer Numerical Control) Programing"/ TSTC: NIMS CNC Programming Level 1 Cert. is finalized.

An additional 40 students are enrolled in the Precision Machining / TSTC- Machinist Certification, Associates Degree Pathway and are on track to earn the certification by graduation.

An additional 15 students are enrolled in the Instrumentation & Electrical / Kilgore College- Industrial Tech Certification, Assoc. Degree, AAS, Pathway and are on track to earn the certification by graduation.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

An additional 20 students are enrolled in the Instrumentation & Electrical / Kilgore College- Industrial Tech Certification and are on track to earn the certification by graduation.

40 students are enrolled in the CNC (Computer Numerical Control) Programming"/ TSTC: NIMS CNC Programming Level 1 Cert. Pathway and are on track to earn the certification by graduation.

**Third-Quarter Benchmark**

40 additional students have signed an Intent to Enroll Form for Instrumentation & Electrical / Kilgore College- Industrial Tech Certification Pathway.

40 additional students have signed an Intent to Enroll Form for the CNC (Computer Numerical Control) Programming"/ TSTC: NIMS CNC Programming Level 1 Cert. Pathway.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The team will measure the number of non-duplicated students enrolled in the each of the 3 Pathways to ensure enrollment has increased by the target levels.

To ensure program sustainability, the team will visit with local industries, investigate Tri-Agency reports, Texas Workforce Commission findings and other resources to determine what manufacturing courses or other pathways are most-needed to prepare students for jobs offered by regional industries. Data will be analyzed to determine the projected numbers of jobs available and students whose needs align with those potential jobs. If different courses are needed, we will form relationships with new partners to develop those new pathways.

The Academy Director will track all student demographics, including ethnicity, poverty level, attendance, grades, tutorials, internships, and completion of college coursework at the end of each school year.

We will use our project evaluation data to ensure the program succeeds in developing and re-skilling industry workers and ensuring that our student are exceeding graduation rates set for each year. We will ensure progress by:

- Recruitment of students with the appropriate skills to succeed
- Involvement of industry with the Academy to ensure that it is aligned with manufacturing skills needs
- Industry validation of quality of capabilities developed by offering internships

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

**TEA Program Requirements**

**1. FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

The East Texas Manufacturing Academy (the Academy) was established in 2017 to address the need for skilled technician education programs in East Texas emphasizing the manufacturing needs of our region. Three Longview, Texas independent school districts (ISD) entered into a Memorandum of Understanding (MOU) with Texas State Technical College to provide instruction in a dual-credit program for Precision Machining Technology at the Academy.

**PARTNER ORGANIZATIONS**

Intermediary: Region 6 Education Service Center

Lead Applicant ISD: Longview ISD

Partner ISD: Hallsville ISD

Partner ISD: PineTree ISD

**HIGHER-LEARNING INSTITUTIONS**

Kilgore College (KC)

Texas State Technical College (TSTC)

East Texas Manufacturing Academy (the Academy)

**REGIONAL EMPLOYERS and ORGANIZATIONS**

Longview Chamber of Commerce Foundation

Longview Economic Development Corporation (LEDCO)

East Texas Advanced Manufacturing Advisory Council including Manufacturing Industry Council (Komatsu, Eastman Chemical, Aeon Coil, Southwest Steel, Stemco)

**HIGH-WAGE and IN-DEMAND OCCUPATIONS**

- chemical manufacturing

-machinery manufacturing

- metal and plastics manufacturing

**REGIONAL AND LABOR MARKET INFORMATION USED TO IDENTIFY/DETERMINE CTE PROGRAMS**

For Longview, Texas with a population of 83,000 people, manufacturing ranks third (7,092) among all jobs in the city and county. Manufacturing industries in the East Texas Market face the following challenges:

1) **MANUFACTURING SECTOR GROWTH:** Over one-third of Longview's major employers are manufacturers including over 150 companies in chemical, machinery, metal and plastics manufacturing. Dallas Fed economists expect Texas job growth of approximately 2.6 percent in 2017, the strongest rate in 3 years and business outlook surveys suggest continued strong growth in the state's manufacturing sector. Many of Longview's manufacturers have announced significant growth plans and according to these employers, their growth abilities will require significant growth in skilled employees.

2) **RETIREMENT OF MANUFACTURING SKILLS:** "U.S. manufacturers are grappling with a looming shortage of skilled workers. Almost 3.5 million manufacturing positions will need to be filled over the next decade as baby boomers retire, and 2 million of those jobs could remain vacant because of manufacturing's fading appeal to Millennials", according to a 2015 study by Deloitte and the Manufacturing Institute. According to Longview employers, the retirement rate is expected to be 30% of existing workers in the next 5 years.

**DUAL-CREDIT CTE COURSES OF STUDY LEADING TO OCCUPATIONS**

- Introduction to Instrumentation (INTC 1305)

- Introduction to Electrical Safety and Tools (ELPT 1321)

- Instrumentation Test Equipment (INTC 1307)

- Introduction to CNC Fundamentals (MCHN 2303)

- Blueprint Reading and Sketching (DFTG 1325)

- Beginning Machine Shop (MCHN 1301)

- Precision Tools and Measurement (MCHN 1320)

**TEA Program Requirements**

**2. FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

Goal 1 - Increase the capacity of the Longview region to provide skilled technicians for the Manufacturing industry through expanded training opportunities by the addition of MCHN 2303 – Introduction to CNC Fundamentals, with 5 CNC mills and 5 CNC lathes added to the Precision Machining Center at the Academy.

Objective 1:1 – Establish a Precision Machining Technology experiential laboratory for high school students and adult learners who want to become certified Machinists

Objective 1:2 – Promote career pathways programs from the secondary school level to post-secondary CTE programs in the region

Goal 2 – Increase non-duplicated enrollment the Precision Machining Technology Program by 40 students in Academic Year 2019 (Fall 2019 to Summer 2020).

Objective 2:1 – Recruit students from consortium ISDs for the Precision Machining Technology Program (beginning in Spring 2019)

Objective 2:2 – Purchase and install all precision machining equipment and supplies identified by industry as needed (completed by the end of Summer 2019 in preparation for students enrolling for Fall 2019).

A minimum of 33 non-duplicated students will be enrolled in the program in AY 2019-2020 in the following courses:

MCHN 1320 Precision Tools and Measurement (Year 2 of the Academy)

MCHN 2303 Introduction to CNC Fundamentals (Year 2 of the Academy)

**PARTNER COMMITMENT**

Jeff Collum, Hallsville ISD Superintendent, stated their support in a recent letter "Thank you for the opportunity to collaborate on a proposal that I believe will further strengthen the partnership that led to the successful creation of the East Texas Advanced Manufacturing Academy. The additional resources will enable the Academy to expand our Dual Credit Programs with Kilgore College and Texas State Technological College. The inclusion of Computer Numerical Control Programming to our offerings in Machining, Industrial Maintenance, Instrumentation-Electrical Welding, and AutoCAD/Cam will further strengthen pathways to high-wage, high-demand jobs in our region. Hallsville ISD stands ready to collaborate in the planning and provision of work-based learning opportunities as well as curriculum required to prepare our students for success in the Manufacturing Program of Study."

**STRATEGIC PARTNER ALREADY IN PLACE**

The East Texas Manufacturing Academy (the Academy) was established in 2017 to address the need for skilled technician education programs in the East Texas area with an emphasis on the manufacturing needs of our region. The courses will be offered through the Academy.

Internships will provide students real-world experience and employment in partnership with local industry. The Academy will also serve as an Industrial Training Center to provide local industries with the training space to develop employee skills.

**TEA Program Requirements**

**3. FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

Dual Credit Programs offered in the junior and senior years will provide the necessary pathways for students to earn associate's degrees or industry certifications upon graduation.

**ALIGNED POST-SECONDARY COURSES OF STUDY LEADING TO HIGH-WAGE HIGH-DEMAND OCCUPATIONS**

- Introduction to Instrumentation (INTC 1305)
- Introduction to Electrical Safety and Tools (ELPT 1321)
- Instrumentation Test Equipment (INTC 1307)
- Introduction to CNC Fundamentals (MCHN 2303)
- Blueprint Reading and Sketching (DFTG 1325)
- Beginning Machine Shop (MCHN 1301)
- Precision Tools and Measurement (MCHN 1320)

**TEA Program Requirements**

**4. FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

Existing Program Coordination - Longview ISD will coordinate existing strategies, resources and facilities and other appropriate community, state, and federal resources in order to maximize the effectiveness of the grant.

Business Office Oversight - The Business Manager will assist in managing grant expenditures; IMO staff, the Superintendent, and the External Evaluator will monitor progress and contribute to quarterly progress reports; and Board members will be asked to keep stakeholders informed of the ongoing progress of the planning.

Ensuring Program Commitment - To ensure ongoing community support, district and campus staff will design a continuous feedback mechanism to communicate progress and needs to stakeholders, develop an understanding of industry needs as they change, and design programmatic responses to meet those needs and the needs of students.

The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendent, Superintendent of Campus Accountability, Superintendent of Principals, and Administrative and Pupil other district/campus personnel. If awarded, the district administrators, Project Director, and IMO Board and Development Team will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed to assess and review the strategies and activities being conducted. If areas of weakness are identified, the planning team will review the processes and modify them as needed to include the non-addressed areas or needs.

Any significant changes will be presented to the School Board Members the IMO Board and TEA for approval. The IMO Board Members will leverage their relationships within the Longview ISD community to assist in maintaining ongoing commitment and community support. Finally, the East Texas Regional Advanced Manufacturing Academy Council (formed in 2017) and has provided assistance to and promoted the development of the Academy programs to meet the needs of students and industry. The Council also has provided collaborative opportunities and expertise to educators on matters related to the Academy programs. The Council will serve as the intermediary for this Pathway Initiative and will continue generating resources from our employers, post-secondary partners, and others to ensure continuation.

**5. FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

To ensure that all project participants remain committed to the success of the project, the district has received commitment from all participants, including administration and teachers. The following elements will be incorporated into the program design:

- A Project Director will be hired to oversee the program and disaggregate information to parents, students, teachers, campus/district administrators, industry leaders and community members. The Project Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of all stakeholders
- The IMO and planning team will research partnerships that will build school leaders (including teacher-leaders) capacity to research and create lessons that complement/supplement the curriculum, observe teachers and provide feedback, and track and assess student academic progress and attendance.
- Various initiatives will be implemented to ensure students remain committed to the program and are academically prepared for the next phase of their pathway.
- On-going support will be provided by the IMO, district/campus administration, and other contracted trainers and consultants to the Academy;
- Quarterly surveys will be designed to solicit feedback from stakeholders, to include teachers, parents, students, and community- and industry-based organizations; and
- Bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having.



**TEA Program Requirements**

**6. FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

The additional resources will enable the Academy to expand our Dual Credit Programs with Kilgore College and Texas State Technological College. The addition Computer Numerical Control Programming to our offerings in Machining, Industrial Maintenance (Instrumentation-Electrical), and allowing the Academy to become an authorized OSHA Outreach Training Facility will further strengthen pathways to high-wage, high-demand jobs in our region.

Over one-third of Longview's major employers are manufacturers including over 150 companies in chemical, machinery, metal and plastics manufacturing. These include leading global manufacturers such as Nucor, Eastman Chemical, Holt CAT, Trinity Rail, and Komatsu. Dallas Fed economists expect Texas job growth of approximately 2.6 percent in 2017, the strongest rate in 3 years and business outlook surveys suggest continued strong growth in the state's manufacturing sector. Many of Longview's manufacturers have announced significant growth plans and according to these employers, their growth abilities will require significant growth in skilled employees. The Academy would focus on developing manufacturing skills to support this sector growth.

The Longview Manufacturing industries have identified gaps in specific skill sets. The Academy will focus on Machining and Instrumentation skills development. These skills in the Longview market have average annual wages range between \$42,000 and \$46,000. Funding manufacturing education programs that require specialized manufacturing tools, equipment and instruction is important to producing a skilled workforce. Providing East Texas students with the coursework and hands on training to learn these skills will build a workforce that can influence the local economy in addition to the households they will eventually become. Knowledge gleaned from their work at the Academy will empower these students to make choices that will influence their income, careers, and overall well-being. This workforce will be one that supports the growth of the current manufacturing companies in addition to any new companies that choose Longview, Texas as their next operational site.

Finally, the East Texas Regional Advanced Manufacturing Academy Council was formed in 2017 and has provided assistance to and promoted the development of the Academy programs to meet the needs of students and industry. The Council also has provided collaborative opportunities and expertise to educators on matters related to the Academy programs. Accordingly, the responsibilities of the Council includes, but is not limited to the following areas:

- Ø Serving as Feedback Loop re: Employer Needs
- Ø Apprenticeships
- Ø Job Placement
- Ø Instruction Support
- Ø Program Review and Evaluation

The Academy Council membership includes the Academy Director, ISD Superintendents, Manufacturing Industry representatives, ISD Counselors, and Higher Education representatives. The Academy Council meets quarterly. The Academy Council meets quarterly. The Academy Council will also serve as the intermediary organization to fulfill key responsibilities and ensure continuation of the pathway system.

**TEA Program Requirements**

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

We anticipate 25 students annually will benefit if Longview ISD is enabled to become an authorized OSHA Outreach Training Facility.

**TEA Program Requirements****8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

TSI Assessment -Students sign up to take the TSI exam for Dual Credit during their Class Counselor Conference in early Spring. Students complete the TSIA Pre-Assessment prior to testing. The counselor schedules the TSI Assessment and submits a requisition for payment to Hearne ISD Financial Department. The test is \$45.00 per student. Hearne SD provides a check, to the counselor, to cover the cost of the TSIA. The Counselor takes the students to for testing and provides the payment to the Testing Center. The students have an unlimited time to test on that day. When all students have completed testing, a copy of each student's test results is provided to the counselor. Students who have passed the Reading and Writing portion of the TSIA are approved for Dual Credit Coursework.

Certification Exams -The relevant teacher submits a requisition to district's Financial Department to pay for a Test Bank. Before testing, teachers submits a requisition to Hearne ISD Financial Department requesting the amount needed for the number of students testing. A check or Purchase Order is provided to the teacher so he may order the exams for the students.

**9. FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

The East Texas Regional Advanced Manufacturing Academy Council was formed in 2017 and has provided assistance to and promoted the development of the Academy programs to meet the needs of students and industry. The Council meets regularly to provide strategic planning support and has laid a strong foundation for success.

The Council also has provided collaborative opportunities and expertise to educators on matters related to the Academy programs. Accordingly, the responsibilities of the Council includes, but is not limited to the following areas:

- Ø Serving as Feedback Loop re: Employer Needs
- Ø Apprenticeships
- Ø Job Placement
- Ø Instruction Support
- Ø Program Review and Evaluation

The Academy Council membership includes the Academy Director, ISD Superintendents, Manufacturing Industry representatives, ISD Counselors, and Higher Education representatives. The Academy Council meets quarterly. The Academy Council meets quarterly. The Academy Council will also serve as the intermediary organization to fulfill key responsibilities and ensure continuation of the pathway system

**TEA Program Requirements**

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

Our goal is to help students be physically, mentally and emotionally ready for the exam. We will ensure teacher-effectiveness, aligned course instruction and plenty of hands-on practice to help students become prepared for certification exams. We will invite and encourage them to ask questions during class and will watch for signs that students are struggling early on so we can nip those issues in the bud and get them back on track quickly.

We will help students plan study time and plan ahead instead of procrastinating and relying on cramming. The school also hires experts in the field to consult and mentor students in the classroom as extra preparation for a week or more before examination takes place to ensure they are ready for the certification exams. Finally, we will encourage them to get a good meal and a good night's sleep the night before so they are refreshed and ready the morning of the exam.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

The East Texas Regional Advanced Manufacturing Academy Council was formed in 2017 and has provided assistance to and promoted the development of the Academy programs to meet the needs of students and industry. The Council meets regularly to provide strategic planning support and has laid a strong foundation for success.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text" value="8,547"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="8,547"/>
4. Total current-year grant allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="8,547"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**


**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

CNC Milling Machine x10	\$314,800
CNC TL-1 Lathe Machine x10	\$350,700
vertical bandsaw	\$9,600

**OTHER OPERATING COSTS (6400)**


**CAPITAL OUTLAY (6600)**


Total Direct Costs \$675,100

Indirect Costs 0.0318

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$696,363

**Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_